WWI Final Project

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

We’ve learned all about the First World War, now let’s take a look at some of the men who fought it. Utilize your historian skills to analyze primary sources and formulate your own impression of one of Canada’s brave veterans*.*

***G(Goal)*** *You will research through primary sources, the life of a soldier in World War One*

***R(Role)*** *Museum curator*

***A(Audience)*** *Billboard.*

***S(Situation)*** *You have been asked to recreate a life of a soldier in World War One through studying primary resources.*

***P(Product)*** *A graphic novel, a narrative poem, comic life, return letter, creative story.*

***S(Standards):*** *Knowing and Understanding, Communication, Critical Thinking*

**Directions:**

**Step 1:** Go to canadianletters.ca. This website contains all sorts of letters, diary entries, photos, and personal items from Canadian soldiers.

**Step 2:** Click on “Collections,” then “World War One collections”

**Step 3:** Search through the database of Canada’s First World War soldiers (organized alphabetically) and find one that you would like to focus your project on. Whichever soldier you choose must have at least 3 letters and 1 photograph in their file.

**Step 4:** Read the soldier’s biography (if there is one), look at their photograph, and read at least 3 of the letters to collect the following information:

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| Where were they from? | What years did they serve? |
| Do they mention any terminology (ie. Trenches, creeping barrage etc.) we learned in class? | Is anyone else in the photo(s) with them? |
| What rank are they? (Go to [my](http://www.kaisersbunker.com/ceftp/ranks) website: efitton.weebly.com scroll to near the bottom where you will see buttons saying “navy” “army” or “airforce” for help identifying rank) | What was their role/service in the war? (eg. Infantry, artillery, pilot, etc) |
| Did they win any medals? | Did they die during the war, or survive? If they survived, what did they do after the war? |
| Who do they write to in their letters? | What do they write about? |
| If they write about their battles, what sorts of things do they say about them? | What are some things about their letters that confuse you (words, terminology, places, etc) |

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| What other info did you learn about them? |

**Step 5:** Once you have collected this information, you can start your project. Your choices are:

1. Write a poem in honour of this soldier. Make sure to include details about them, their service in the war, and whatever else you know about them from their photos and letters.
2. Draw a comic strip/graphic novel depicting an event they mention in their letters. Be sure to include any details they describe.
3. Imagine that you are the person who is receiving these letters. Pick one of the letters you read and write a letter back to the soldier, from the point of view of the recipient.

**Note: No matter your choice, you must show both a knowledge of the solider AND of World War One (for example, if writing a letter, show your knowledge of the Homefront or battles etc.)**

**Step 6:** Create a cover letter for your project. Cover page should have a picture of the soldier, their name, their rank and position, where they are from, the dates they served, whether or not they survived (and if they died, the date)

**Criterion A: Knowing & Understanding**

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| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | The student:   1. uses limited relevant terminology, 2. demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples. |  |
| 3-4 | The student:   1. uses some terminology accurately and appropriately, 2. demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples. |  |
| 5-6 | The student:   1. uses a range of terminology accurately and appropriately, 2. demonstrates substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples. |  |
| 7-8 | The student:   1. consistently uses a wide range of terminology effectively, 2. demonstrates detailed knowledge and understanding of content and concepts through thorough accurate descriptions, explanations and examples. |  |

**Criterion C: Communicating**

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| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | The student:   1. communicates information and ideas in a limited way, using a style that is limited in its appropriateness to the audience and purpose, |  |
| 3-4 | The student:   1. communicates information and ideas satisfactorily by using a style that is somewhat appropriate to the audience and purpose, |  |
| 5-6 | The student:   1. communicates information and ideas accurately by using a style that is mostly appropriate to the audience and purpose, |  |
| 7-8 | The student:   1. communicates information and ideas effectively and accurately by using a style that is completely appropriate to the audience and purpose, |  |

**Criterion D: Thinking Critically**

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| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | The student:   1. identifies different perspectives and minimal implications. |  |
| 3-4 | The student:   1. interprets different perspectives and some of their implications. |  |
| 5-6 | The student:   1. interprets different perspectives and their implications. |  |
| 7-8 | The student:   1. thoroughly interprets a range of different perspectives and their implications. |  |